DOCUMENT RESUME

ED 129 947 32 UD 016 485

TITLE	Project Catch-Up. Awareness Brochure.
INSTITUTION	Newport-Mesa Unified School District, Newport Beach, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Oct 75
NOTE	37p.; For Analysis and Selection Kit, see UD 014 486
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Achievement Gains; *Demonstration Programs; Elementary Education; Federal Programs; *Learning Laboratories; *Low Achievers; *Low Income; Mathematics Instruction; Program Attitudes; Program Content; Program Descriptions; Reading Instruction; *Remedial Instruction
IDENTIFIERS	California (Costa Mesa); California (Newport Beach); Elementary Secondary Education Act Title I; ESEA Title I; Newport Mesa California Unified School District; *Project Catch Up

ABSTRACT

Project Catch-Up, an ESEA Title I program, operates in Newport Beach and in Costa Mesa, California. It is said to be designed to provide remedial instruction in reading and arithmetic to underachieving children, kindergarten through sixth grade, in schools serving low socioeconomic level suburban areas. Among its key features are the following: (1) instruction takes place in colorful and well-equipped laboratories; (2) teachers, instructional aides, and parent aides are part of the instructional staff, and staff members work four hours a day; (3) one teacher is responsible for no more than 18 students; (4) children participate in daily half-hour sessions on about a ratio of 3 students to 1 teacher; (5) children work with materials different from those used in regular classrooms; (6) students work at their own pace on materials geared to their own needs and abilities; and (7) student progress is measured by continuous criterion referenced testing and pre- and posttesting on normative levels. Project components that are discussed in this brochure and guide are project philosophy, interfaculty relations, staff quality, inservice training, teacher management calendar, student selection, successful project techniques, parent involvement, instructional materials, instructional equipment, testing of children, and reporting of results to parents. (Author/AM)

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PROJECT CATCH-UP

- A PROGRAM FOR UNDERACHIEVERS
- READING AND MATH ORIENTED
- DIAGNOSTIC AND PRESCRIPTIVE
- CONDUCTED IN A LABORATORY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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AWARENESS BROCHURE

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October 1975

This package has been prepared by the staff of Project Catch-Up, a Title One program funded by the United States Office of Education under the Elementary and Secondary Education Act, in the hope that some aspect of the program may be of service in other schools.

Project observation is welcomed each Friday and hands-on in-service with equipment, materials and evaluation instruments is available on Saturdays. The staff welcomes inquires.

Fay Harbison
Project Director

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OVERVIEW

WE ARE

Project Catch-Up operates in Newport Beach and in Costa Mesa, California where it began in 1966 supported by Title I. It is designed to provide remedial instruction in reading and arithmetic to underachieving children in schools serving low socio-economic level suburban areas. Underachiever is defined as possessing reading or math skills which measure in the lowest quartile on standardized tests.

Now in its tenth year of operation, Project Catch-Up has served several thousand racially and ethnically heterogeneous children in kindergarten through grade 6 in laboratories which are large, attractive, and replete with high interest materials. It is offered by a special staff of certificated part-time teachers and instructional assistants.

THEN

Project Catch-Up started under a tree, in a closet, and on a stage because that was the space available. It started with one teacher making her territory, even though small, attractive and inviting to children. It started by looking for the skills children had missed somewhere along the way in their schooling, and finding materials and methods to help them master those skills and approaching a solution.

NOW

Today, Project Catch-Up has colorful classroom size laboratories with some of the newest high interest instructional materials and teaching machines available. The staffs are larger, the budget more relaxed - but the essence of the program is the same. The major emphasis is placed on diagnosis of learning problems, prescribing individual learning, offering instruction in a lab, employing part-time veteran teachers, depending upon instructional assistants, including parents, for special tasks in cultural lessons.

YOU CAN

Because the project worked when we had the tiniest of laboratories, some unventilated, some unheated, and because it worked on a most limited budget, we believe that it can be reproduced anywhere some space can be located that can be called a laboratory, where some materials can be scrounged from the school and the community, and where an experienced teacher has an affection for children and an overriding belief that each can learn and will accept the challenge.

VISITATION

If there is any part of our project that interests you, we would like to invite you to visit.

KEY FEATURES

Project Catch-Up serves kindergarten through sixth grade with reading and math instruction for those children needing the most help.

Instruction takes place in colorful, well-equipped laboratories.

Teachers, instructional aides, and parent aides are all part of the instructional staff.

Staff members work four hours per day.

One teacher is responsible for no more than 18 students.

Children participate in daily half-hour sessions on about a ratio of 3 students to 1 teacher.

Children work with materials different from those used in regular classrooms.

Students work at their own pace on materials geared to their own needs and abilities.

Student progress is measured by continuous criterion referenced testing and pre and post testing on normative tests.

PHILOSOPHY

The most difficult element to describe in any project is the philosophy, simply because we all react differently to words or the terms themselves have a hundred meanings.

When our staff talks about a positive program, enthusiastic staff members and individualization, they are using the same abstract terms used in many projects. Therefore, to make it easier for interested persons to identify what our staff members are talking about, our teachers offer the following information.

POSITIVE PERSUASION

A positive approach is one in which the laboratory contains no elements of the ordinary discipline found in any classroom.

INDIVIDUALIZATION

Individualization means that the instructional program becomes a very personal arrangement between the child and his teacher. As the teacher gains more and more information about the student through criterion testing in reading and math, she becomes better able to select effective activities to be carried out with her, on an instructional machine, or by working with special instructional materials. Because the teacher has the same assigned children all year, she can make individualization a fact rather than a goal.

ENTHUSIASM

Project Catch-Up children look forward to coming to the laboratory because staff members are enthusiastic, consistently cheerful and consistently attentive to each child. The children want to come and want to do their best while there for no other reason than to please the teacher.

AFFECTION

We recommend affection without embarrassment simply because some of our children have experienced precious little of it. A smile, a hand, a word of praise - they all move mountains.

DISCIPLINE TECHNIQUES

We say we have no discipline problems and it is almost true. It didn't happen by accident. Remember, Project Catch-Up draws the children who have been failing the most consistently in the entire school system.

Therefore, the children approach the laboratory and their assigned teacher with the same fears and negative vibes they have always experienced, but the fact that they are working in a cheerful laboratory in a one-to-one or a very small group situation changes enough of the elements of the regular classroom to enable the child for the first time perhaps in his life, to feel confortable, accepted, and most important - successful.

If three children cannot work effectively together, they are placed in separate groups; but rarely does a staff member have discipline problems with such small numbers.

Try "inviting" a noisy student to return to his class and come back "tomorrow when he feels like working." Try giving help alone to the one boy who covers his embarrassment of not knowing answers by "clowning." Try all the positive persuasion techniques you already know. They work!

SUCCESS MINDED

Why count the wrong answers? We don't say "That's wrong." In the laboratory we bend over backwards not to say "That's wrong." After all, children have heard that all their lives.

When a child says two plus two is five, the teacher can ask, "Is it possible there is another answer?" Then she and the child tackle that problem again.

SUCCESS MINDED (cont'd)

In this atmosphere, where the child is doing his utmost to succeed at all times, the teacher is able to analyze his difficulties and pinpoint the very weaknesses that have made him unsuccessful in acquiring skills at a normal rate.

We avoid the word "no" whenever we can. Unfortunately habit tells us to use "no" in dealing with children, possibly because of the incessant requests. Let us suggest banning the word "no" for a day at a time or a week at a time to see just how many requests can be answered in the affirmative.

INTER-FACULTY RELATIONS

In the beginning, the relationship between Project Catch-Up (PCU) and the school faculty was not always the best. This was a surprise to those of us involved in setting up the project because we had such faith in its value. We felt the regular staff would be thrilled by the help we offered the slower achievers.

The reason for some faculty resistance is as complicated as any inter-human problem, but seems to fall into three basic categories - lack of understanding, time and materials. Do not be discouraged -- these can be overcome.

THE KEY IS UNDERSTANDING

At one ot the first faculty meetings of the year, (PCU) should be explained to the entire staff.

The project is designed to help the classroom teacher speed learning of slow achievers.

Its purpose is to fill holes in learning of reading and math (a 5th grader learns the 3X table he missed in the third grade.

Project time is not a time to do regular class work or homework.

Project staff is not the child's reading or math teacher and gives no grades.

The child must be excused from regular classroom work he misses during this time at PCU. Example: If he misses science, he simply gets no grade on the report card for science.

The classroom teacher must agree student needs help in reading and math more than whatever he is missing.

THE KEY IS UNDERSTANDING (cont'd)

Project staff remain subordinate to classroom teacher.

Once in program, the child remains the entire year.

New children are taken only when a project child leaves the school.

A work ratio of 3 to 1 is generally maintained.

COURTESY AND FLEXIBILITY

Make every effort to notify teachers and staff immediately of any necessary changes of schedules caused by meetings.

Be punctual about sending children back to class.

Remember school activities (field trips, assemblies) come before project needs.

Key words - notify, thank you, praise, apologize for the extra work the project may cause any staff member from custodian to principal.

If you make someone unhappy, take the first step back towards friendship.

Children will continue coming to you from all classes; stay friends with all their teachers.

SCHEDULING

Ask what periods would be best to take students from a certain class.

Try to take all students from one classroom at the same period to avoid upsetting classrooms more than necessary.

After completing schedules, send a copy to each teacher and to any other staff member involved.

Plan a time during the day when you will see all teachers on an informal basis, perhaps lunch or recess.

BONE OF CONTENTION	
	Our materials are not allowed to be shared by the regular classroom teachers.
	There is no easy way to avoid hard feeling except to state the truth - "We cannot take the chance of losing the entire program by sharing our materials."
	We are not allowed to have these materials outside this laboratory.
	We would love to say "you're welcome" when asked for a loan, but we can't.

STAFF

The quality of the staff insures the success of any project. In Project Catch-Up, this is more than a truism. If the project cannot be initiated with at least one fail-safe teacher who prefers to work on a part time basis, its chance for success is endangered.

Teachers with a creative flare for stimulating children with learning deficiencies are the nucleus of the laboratory staff. They are organized by a Lead Teacher and are assisted by instructional assistants (non-certificated personnel) and by parent associates - volunteers recruited after the children have been identified.

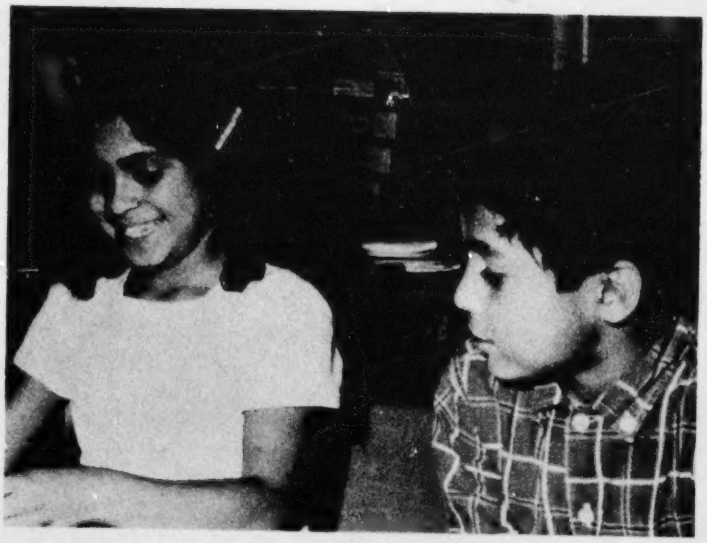
LEAD TEACHERS	Are fail-safe teachers. Coordinate staff efforts. Assist with in-service training. Accomplish all tasks of teachers.
TEACHERS	Create a positive attitude of confidence in students. Establish close personal relationships with students. Contact classroom teacher to schedule students. Train and form an efficient work relationship with aides. Involve parents in the project. Understand principals of criterion referenced instruction. Operate identified teaching machines. Find a variety of solutions for learning difficulties. Arrange schedules and equipment so laboratory time is used most effectively. Diagnose and prescribe for individual children.

STAFF (cont'd)

TEACHERS (cont'd)	Respect other cultures. Accept accountability. Participate in all in-service activities.
INSTRUCTIONAL ASSISTANTS	Work as a member of a team. Participate in all in-service activities. Work with individual children and small groups. Work with Title I teachers in scheduling 12 children for the laboratory.
PARENT ASSOCIATES	Establish a rapport with students. Follow instructions of the teacher in monitoring student activity. Contribute ideas for cultural programs.
A FAIL-SAFE TEACHER IS	A realist. A diplomat. A veteran of proven ability to work effectively in teaching children to read. A person who cares and believes any child can learn in a proper environment.
SERVICE HOURS	Teachers and assistants serve 4 hours per day. Parents work from 3 to 10 hours per week.

IN-SERVICE TRAINING

In-service training is a very important part of Project Catch-Up. Even though the nucleus of every "lab" is a "fail safe" teacher, it is necessary for them, as well as the new people who come into the program, to be able to solve the problems and the issues they meet daily in the laboratories. In order to do this, we call on others to fill the gaps in whatever areas are necessary.



STAFF DEVELOPMENT

Training sessions begin two weeks preceding the start up of the project (sessions lasting no longer than four hours per day).

Topics should include: Project philosophy, identifying students, scheduling students, co-operating with entire school's staff, arranging the laboratories, using instructional techniques, matching materials to objectives, selecting and purchasing materials, conducting the evaluation and parent participation.

At the conclusion of the two weeks training, at least five days should be given for organization of the laboratory and ordinary supplies before testing and selection of students begins.

Bi-Monthly in-service meetings for the entire Project Catch-Up staff are needed to plan activities to evaluate and to solve problems.

Consultants are often called in to present ways of improving reading, language and math skills. Invited representatives of companies may display the latest materials relating to the project. Meeting at different laboratories helps give ideas to the staff.

When several schools are included, short monthly meetings of lead teachers (not over two hours) are of value in keeping project progressing smoothly.

STAFF AND SCHOOL

At least once a year, a program should be planned to help train all in some field in which they all need help. This technique has been used as an opportunity to acquaint the entire school, staff and parents in the cultural heritage of many of Project Catch-Up students.

A list of films and materials can be compiled which meets the needs of these groups.

PARENTS

At least three parent in-services are held yearly. These are usually held in the laboratory during the morning.

Parents assist in ways to help their children learn at home and acquainting them with ways in which their children learn.

Parents who speak another language and are new to the country are made to feel welcome and are encouraged to take part in school activities.

Survival English classes are held weekly for all parents who do not speak English.

TEACHER MANAGEMENT CALENDAR

All staff members in Project Catch-Up are instructional managers who share and are held accountable for many types of responsibilities:

Achieving the goal of helping each student to make progress in reading and/or math;

Arranging student schedules, materials and equipment so that student time in the laboratory is used effectively;

Diagnosing each child's weaknesses, prescribing appropriate experiences and materials, working individually with children, and varying the mode of instruction whenever one approach fails.

BEFORE SCHOOL STARTS	Meet with principal and staff informally. Set up laboratory: Organize materials and equipment Inventory supplies.
FIRST WEEK	Meet with regular classroom teachers to compile list of potential laboratory students and make schedule for testing. Explain Title I program to new teachers. Begin standardized testing of potential students.
SECOND WEEK	Complete standardized testing of students. Selection of students from test results. Send letters home to parents: Extend invitation to the laboratory. Schedule initial parent meeting. Show children around the laboratory to establish rapport. Organize laboratory schedule so each staff member knows days he has priority in use of equipment.

TEACHER MANAGEMENT CALENDAR
(cont'd)

THIRD WEEK	Finalize schedule for each student: Initiate Criterion after conference with teachers as to most convenient times for students to be taken from their rooms. Try to take all participating students from classrooms at the same period, making minimum interruptions of that classroom's activities. Select available materials best suited to each student's individual program needs. Meet with parents and discuss the purpose, goals and past record of the program. Show the laboratory and materials to be used. Parents select advisory committee and elect chairman. (This might be at an evening potluck or morning coffee)
ON GOING ACTIVITIES	Vary instructional strategy as children become more confident. Maintain folders of children's work, showing progress in reading and math. Informal conferences with teachers of participating students (let classroom teacher do the talking). If staff takes break at classroom teacher's break or lunch period, daily informal communication is helpful. Give subtle recognition to each child several times during the year by putting his work on bulletin board, his picture on board, singing 'Happy Birthday' to him, letting him show some achievement to others in the laboratory, or having his classroom teacher ask him to explain something he does to his classmates. Have several activities scheduled throughout the year - choose an ethnic group fairly dominant at your school to teach other cultural values (example: Mexican Culture) One period of crafts, making something such as a pinata or flag. One period of play acting, such as Las Posadas. One period of looking at Mexican artifacts, study prints, film, slides, or a period of learning about Mexican heroes such as Father Hidalgo.

ON GOING ACTIVITIES (cont'd)	Meet with parents and parent volunteers. Have at least two fun evenings or mornings when the entire child's family is invited to participate, such as a fiesta or potluck. Schedule one day a week to be different from the other four, such as a "game day" when children gather as a group during their period and play educational games with members of the staff and students they are not with regularly. Several times during the year, review with each student all the ways in which you feel he has progressed. Honest praise! Each day find something about him worthy of praise, even if it's only his "beautiful smile." Guard against any unnecessary criticism. Always the number right, not the number wrong. Compare a child only to his past achievements, not to the achievements of other children. Attend in-service meetings.
END OF YEAR	Complete post testing. Record results. Compile reports. Process orders for the following year: Supplies Instructional Materials Tests Secure a list from each classroom teacher of potential students for the next year's program (this year's teacher will know the students better than next fall's teacher.)

STUDENTS

Student selection is based on academic need as determined by standardized tests and teacher observation.

In Project Catch-Up, participants have to place in the lowest quartile in either reading or math on the chosen normative test to be enrolled in the project. They are allowed to remain until they reach the mean and have retained that position one semester (18 weeks).

TESTING	Administer the identified standardized tests according to the schedule: TOBE - Level L - Kindergarten CTBS - Level B, Form S - Grade 1 CTBS - Level C, Form S - Grade 2 CTBS - Level 1, Form S - Grade 3 CTBS - Level 2, Form Q - Grades 4-5-6 Children who fall in the bottom quartile are candidates for the program.
THE CLASSROOM TEACHER	Selection of students is discussed with homeroom teachers and the building principal.
PARENT	Parents are notified by means of a letter to the home.
SCHEDULING	Preferences of homeroom teachers are taken into consideration in setting up the schedule for the laboratory.

STUDENT PROGRESS CHARTS

Whenever possible, spur children on to consistent work effort by allowing them to see positive results of their work.

Eye catching charts of their own achievement provide children with a sense of pride, not only in their own progress, but in the appearance of their laboratory. Both short and long term goals can be charted.

Effective charts display the child in competition with himself, not others.

Clever charts can allow all children to excel in some area: i.e., Sullivan Math, library books read, SRA skill, Singer skill, Criterion Reading, multiplication records, etc.

Rewards of various types are given for specific accomplishments.

Both short and long term personal goals should be charted.

SUCCESSFUL TECHNIQUES

Techniques vary with the make up of a laboratory staff. We use what works for us, but we recommend these popular activities for your special consideration.

ENVIRONMENT

Teachers create a colorful, bright, enchanting environment to "welcome" children into the laboratory by:

A cozy furniture arrangement featuring round tables gives children a feeling of intimacy with teachers as they work individually or in small groups. Carpets, pillows, bean bag chairs add to the informal atmosphere and beckon children to cuddle up in a quiet reading corner and enjoy a book or stretch out on the carpet and listen to stories.

Bulletin boards are exciting and above all, personal. They announce individual birthdays, have photographs of the children working in the laboratory, displays of their work - all of which help enhance the child's self esteem.

INVOLVE PARENTS

Teachers try to have at least one parent from each participating family involved in the program in either planning special projects, participating in inter-group activities, or taking part in some activity designed to enable the parent to become an integral part of the education of the child.

If a parent wants to help, we instruct them before or after school in procedures, in monitoring and operating the machines, listening to children read, playing some of the instructional games, etc. Interested parents are usually willing to help all the children - not just their own.

SUCCESSFUL TECHNIQUES
(continued)

AUTHOR'S TEA	At the end of the year you might have an author's tea. Each child has his creative stories typed and bound into a book. He does his own illustrations. The parents are invited to come to meet the "young authors," to listen to them read from their own book and have tea. Many of our parents have come to the laboratory to help bind the books with cloth. Parents are encouraged to provide a special place at home to show the book as both parent and child have worked on it together.
FAMILY POT LUCKS	One of the main events involving our parents is a family pot luck. Project Catch-Up hosts one to three a year. The children give a program, usually dancing or singing and sharing things they have learned. The events are very well attended, even drawing parents who usually hesitate to come to school. It is a social occasion and an opportunity for the teachers to become acquainted with families and an opportunity for the children to feel successful and proud of their accomplishments.
VISITATION DAY	Teachers invite parents to visit the laboratory when their child is present. Some come just to watch and learn how and some to help.
INTERNATIONAL FAIR	At the International Fair, children of different ethnic backgrounds share aspects of their native heritage to English speaking children so that they will gain more understanding of another culture. Parents assist in making costumes, making and selling foods at a booth and advertising the event to other parents.
GUEST DAY	Teachers do many things to enhance the child's esteem. One of the little things we do is to have each Title I child invite his regular class to visit the laboratory for a special program. This year the project sponsored a "mime" Fiesta in which every Title I child participated in the program and could invite his regular teacher and classmates.

GAME DAY	Friday is game day. All games are instructional - reading, language arts, or math. Games encourage children to give verbal answers and share feelings. Games are fun situations which can teach reading or arithmetic. Children look forward to seeing the children progress in sportsmanship, rule following, turn taking, and group participation. This is a good day to mix children with those whom they are not usually working. It is a good way to break down cultural barriers allowing children from different cultures to play together.

PARENTS

When the parents are involved, children learn faster and have greater retention. Furthermore, when the family and the school are working in agreement, the child knows what is expected of him in terms of both behavior and academic study, and a harmonious parent-child relationship is developed.

INVOLVEMENT

A majority of the Project Catch-Up parents have never been in the school. They are often surprised and usually relieved when they visit Project Catch-Up and find they do not have to discuss problems.

MORE PARENT INVOLVEMENT

How to involve parents and make them like it:

Send letters inviting parents to participate in a specific program,
Send special invitations made by the children to their parents,
Organize parent volunteers to share special skills and interest about their culture in the laboratory,

Encourage parents to join the school advisory committee,
Ask parents to help chaperone field trips and to assist teachers with periodic parties in the classroom,
Solicit cultural ideas from parents for study in the classroom. Parents are one of the best sources for instilling pride of heritage in the children,

Parent Advisory Board keeps a communication link open between the home and the school staff through meetings,
Help the children prepare a cultural luncheon and invite parents,
Assist the children in making cards for illnesses at home.

INSTRUCTIONAL MATERIALS

Project Catch-Up can be conducted with only a pencil and paper or even a stick and sand to serve as instructional material. It needs a fail-safe teacher, a student with reading or math deficiences, a little time and a private place where they may meet on a regular daily basis. Some of our 'labs' began this way the first year . . . simply with a teacher with a suitcase wandering from one empty corner to another. It wasn't ideal. However, it did work! As the years passed, more materials and more adequate space has been provided.

The following is a list of instructional materials purchased over a period of years which our teachers have found most valuable. The materials are not used as complete programs, but as resources to meet specific needs.

INSTRUCTIONAL MATERIALS

Item	Approximate Price	Vendor	Advantages
Individualized Scholastic Reading	~~$9.00 each~~ approx $139-	Scholastic Book Svce 904 Sylvan Avenue Englewood Cliffs, NJ 07632	High interest Follow-up activities suggested Paper back form Wide range ability level
Criterion Reading	$ 20.00 set (4 levels)	Random House School Division, Order Entry Westminster MD 21157	Criterion Reference Instruction
SRA Reading and Math Program Materials Grades 1-6	$ 80-115 kit Workbooks 55¢ ea	Science Research Assoc. 259 East Erie Street Chicago, Illinois 60611	Emphasis on comprehension Emphasis on word families Short and high interest

INSTRUCTIONAL MATERIALS
(continued)

Item	Approximate Price	Vendor	Advantages
Specific Skills (Barnell-Loft)	$ 80.00	Barnell Loft 958 Church Street Baldwin, L.I., N.Y. 11510	Short lessons for specific reading skills
Open Court Language Arts Program	150.00	Open Court Pub. Co. P.O. Box 599 La Salle, Illinois 61301	Teaches reading through phonetics Good for word attack skills
Lippincott Beginning Reading Program	250.00	J. B. Lippincott P.O. Box 7777 Philadelphia, PA 19175	Teaches phonetics with bright, colorful, manipulative materials
Phonovisual Products Inc.	Workbooks-65¢ ea Games-2.50 and up	Phonovisual Prod. Inc. 12216 Parktown Drive Rockville, Md. 30852	Workbooks, games increase reading skills Materials for specific skills easily found
Sullivan Basal Reading and Math	$ 1.99 each unit 59.00 series	Behavorial Research Laboratories P.O. Box 577 Palo Alto, CA 94302	Programmed learning series Student moves at own rate
Games Phonics Rummy Phonics We Use Sea of Vowels	Various	Lyons Carnehan, Chicago Ker.worthy Games Ideal	Creates high interest and makes learning fun
Singer Math Drill	64.00 per kit (4 in all)	L. W. Singer Co. Menlo Park CA	Diagnostic individual math instruction
Sullivan Programmed Reading	$ 75.00	McGraw-Hill Book Co. 8171 Redwood Hwy Novato CA 94947	Individualized programmed reading Soft cover math
Peabody Language Kit	$ 60.00	Peabody	Stimulating language development in Spanish Children respond to vivid materials

INSTRUCTIONAL EQUIPMENT

Our labs have a variety of new, interesting, easy to use, child-proof, teacher-proof teaching machines. They are effective. . . they work.

We suggest that when you have a few dollars, you might consider buying these items one at a time.

INSTRUCTIONAL EQUIPMENT

Item	Approximate Price	Vendor	Use
Systems 80 Borg-Warner	$30.00 year rental for machine. Each kit of records costs approximately $225	Hoffman Informational Systems 5623 Peck Road Arcadia CA 91006	High interest Audio-Visual approach Teacher supervision unnecessary Children learn independently
Language Master	$ 250.00	H.F. Milliron Co. 1331 E. Warner Santa Ana CA 92705	Easy to use Color coded controls Student records own progress
Cyclo Teacher	$ 50.00	Encyclopedia Brittannica Ed. Corp. 425 N. Michigan Ave Chicago Ill. 60611	Self instruction Reinforces immediately with correct answer in math and reading
Cassette Player Model 3081 Bell & Howell	$ 100.00	Bell & Howell 7235 N. Linden Ave. Skokie, Ill. 60076	Useful for small group instruction Tape stories Practice phonic sounds Children can tape dialogue for puppet shows

INSTRUCTIONAL EQUIPMENT
(continued)

Item	Approximate Price	Vendor	Use
Film Strip Viewers	$ 100.00	Any audio-visual materials company	Excellent for small group instruction Variety of materials available
Record Player	$ 100.00	Any audio-visual materials company	Useful for individual instruction Background music for quiet study
Primary Typewriter Royal	$ 250.00	Royal Typewriter Co. Division of Litton Ind. 150 New Park Ave Hartford, Conn.06106	Material written in English by typing Promote language activity
Tachistoscope	$ 125.00	Photo and Sound 870 Monterey Pass Rd Monterey Park CA 91754	For correction of perceptual problems Drill on basic words

CHOOSING MATERIALS FOR SKILL AREAS

INSTRUCTIONAL MATERIALS	CRITERION SKILL AREA
Individualized Scholastic Reading	Comprehension
Criterion Reading	Tests all skill areas of reading
SRA Reading and Math Program Materials	Reading: Comprehension, Phonology Skills Math: Number Concepts, Computational Skills
Specific Skills (Barnell Loft)	Comprehension
Open Court Language Arts Program	Phonology Skills
Lippincott Beginning Reading Program	Comprehension Audiotory Motor Skills Visual Motor Skills Motor Skills Phonology Skills Structural Analysis Skills Verbal Information Skills
Phonovisual Products Inc.	Phonology Skills
Sullivan Basal Reading and Math	Reading: Phonology Skills Math: Number Concepts, Computation
Games Phonics Rummy Phonics We Use Sea of Vowels	Phonology Skills Structural Analysis Skills Verbal Information Skills Visual Motor Skills
Singer Math Drill	Computational Skills
Sullivan Programmed Reading	Phonology Skills Comprehension Structural Analysis Skills
Peabody Language Kit	Motor Skills Visual Motor Skills Auditory Motor Skills Verbal Information Skills Comprehension

RECOMMENDED INITIAL PURCHASES FOR A NEW LAB

INSTRUCTIONAL MATERIALS	INSTRUCTIONAL EQUIPMENT
Individualized Scholastic Reading 1 kit	Systems 80 Math - Level B, C, D Reading - Level A, B, C, D
Criterion Reading 2 books for each child (1 pretest and 1 workbook) Level 1 - grade 1 Level 2 - grades 2-3 Level 3 - grades 4-6 Level 4 - grades 7-8	Language Master 1 machine with set of blank cards
	Cyclo Teacher 1 kit
SRA Reading Kit - Ia IIa 2.5 - 4.5 SRA Math Kit - Primary	Tutor Teacher 1 kit
Barnell Loft 1 kit	Cassette Player 1 machine
Choose 1 of these: (a) Lippincott 1 set for each 1st grader (b) Open Court Blue Book - 1.0 1 book for each child Gold Book - 1.5 1 book for each child Hardback books for each level	Filmstrip Viewer 1 machine
	Record Player 1 machine
Phonovisual 1 set of workbooks (don't write in books)	Typewriter 1 machine
Sullivan Reading 1 series for grades 1-4 Sullivan Math 1 series for grades 1-6 (don't write in books)	Tachistoscope 1 machine Level I Kit
Games - Choose games for specific skill areas	
Singer Math Kit Level AA - grades 2-5	
Peabody - Kit Level I	

EVALUATION

The children are pre and post tested to provide documented information on the growth of each child and to plan a program based on individual needs. Criterion testing is completed throughout the year in small segments adapted to the individual child's progress.

Norm Achievement Tests	Grade Level	Strength	Weakness	Results Measured In	Administration	Purchase From
TOBE Level K	Pre-School	Can be given in small groups	Has to be translated by teacher into Spanish No grade equivalent	Raw Standard Percentile Stanine	Small Groups	CTB/McGraw-Hill, Del Monte Research Park, Monterey CA 93940
TOBE Level L	Kindergarten	Can be given in small groups	Has to be translated by teacher into Spanish No grade equivalent	Raw Standard Percentile Stanine	Small Groups	Same as above
Bettye Caldwell	Pre-School	English and Spanish Versions	Has to be given individually	Raw	Individual	Cooperative Tests & Svces, Educational Testing Svces, Princeton, N. J. or Berkeley California
CTBS Level A Form S	Kindergarten or 1	Given to group Children can write in booklet Attractive and easy to follow	No grade equivalent Good for beginning 1st grade Easy for most groups Not enough growth shown if used at end of 1st grade	Raw Standard	Group	CTB/McGraw-Hill, Del Monte Research Park, Monterey CA 93940
CTBS Level B Form S	Grade 1	Given to group Children can write in booklet Attractive and easy to follow	Hard for beginning 1st graders	Raw Standard Grade Equ Percentile Stanine	Group	Same as above
CTBS Level C Form S	Grades 2-3	Given to group Children can write in booklet Attractive and easy to follow	Big advancement from A to C	Same as Above	Group	Same as above
CTBS Level I Form S	Grades 4-5	Scoreze for fast scoring		Same as Above	Group	Same as above
CTBS Level II Form Q	Grades 4-7	Same as above		Same	Group	Same as above

EVALUATION - continued

Criterion Tests	Grade Level	Strength	Weakness	Results Measured In	Administration	Purchase From
Random House Criterion Reading	Adaptable to all grade levels	Workbooks for follow-up exercises Identifies specific weakness	Not enough follow-up exercises Gets boring for older children	Raw	Groups	Random House School Division Order Entry Westminster MD 21157
Sullivan Math Program PLACEMENT TEST	Same as above	Small increments of math skills Good computation drill	Boring after a while for some students Just deals with computations	Raw Percentile	Individual	McGraw-Hill Book Co. 8171 Redwood Hwy Novato CA 94947

REPORTING RESULTS

Every Project Catch-Up student is successful in meeting individualized criterion referenced objectives. Most make outstanding progress on normative tests. Let them and their parents know and their successes will multiply.

Results are reported in easy to understand terms, either numbers of new skills acquired as measured by criterion referenced tests or months of growth for each month spent in the program as measured by norm referenced tests. Regardless of the pattern you choose, report often. Parents want to know good news.

TO	WHAT	WHEN
The Classroom Teacher	Results of pre and post testing on each of her participating students in chart form.	Late Spring
Parents	Results of criterion referenced testing	Frequently
	Results of normative testing in grade level equivalents	Late Spring
Students	Results of criterion referenced testing	Frequently
	Results of normative testing in grade level equivalents	Late Spring
Parent Advisory Committee	Results of criterion referenced tests	Periodically
	A luncheon, dinner or coffee is suggested at end of the year at which time all project results are reported in grade level medians to the committee.	Late Spring
Board of Education	The Project Director compiles a complete report of normative test gains interpreted in grade level equivalents.	Late Spring
State Department of Education	A detailed report as required by the State Department of Compensatory Education.	Late Spring

LAB MANAGEMENT SCHEDULE

Week of: Oct 7

	8:40 - 9:15 Grade 1	9:30 - 10:00 Grade 2	10:00 - 10:25 Grade 3	10:25 - 11:00	11:00 - 11:30 Grade 4	11:30 - 12:00 Grade 5
MONDAY	Students John #1 System 80 Jim #2 System 80 Betty #3 Lippincott Linda #3 Lippincott	Need Materials Creative Writing in preparation for Author's Tea: Jerry Chuck Bill Mary	Need Materials Jose #7 Record Lee #7 Player, Sandra #7 Listening Mitch #7 to story, Draw a picture	..... CONFERENCE TIME AND PLANNING	Need Materials Paul #3 Sullivan Angie #3 Reading Jimmy #3	Need Materials Barry #7 Barnell Jean #7 Barnell Rita #7 Barnell
TUESDAY	Students John # 3 Lippincott Jim # 3 Lippincott Betty # 5 System 80 Linda # 1 System 80	Mary #1 Language Jerry #2 Master Chuck #6 SRA Bill #6 SRA	Jose #9 Phonics Sandra #9 We Use Lee # 1 System 80 Mitch # 2 System 80		Paul # 4 Singer Math Angie # 4 Singer Math Jimmy # 4 Singer Math	Barry #7 SRA Jean #6 SRA Rita # 7 SRA
WEDNESDAY	Students John # 8 Computer Tutor Betty # 9 Phono-Vis. Linda # 9 Game Jim # 1 Typewriter	Chuck #1 Cyclo Teacher Bill #1 Typewriter & #2	Jose #10 Lee #10 Phonics Sandra #10 Game Mitch #10		Sullivan Reading (see Monday)	Creative Writing in preparation for Author's Tea
THURSDAY	Students John #10 Mini-System Jim #10 Short Vowels Betty #10 " Linda #10 "	Chuck #9 Bill #9 Phono-Vis Mary #9 Game Jerry #9	Lee #1&2 Tutorette Mitch #1&2 Tutorette Jose #2 Mini-System Sandra #2 Mini-System		Paul #11 Com.Tutor Angie #11 Com.Tutor Jimmy #12 System 80	Barry # 4 Jean # 4 Sullivan Rita # 4 Math
FRIDAY	Game Day Children choose Instructional Games To Play	Game Day	Game Day		Game Day	Game Day Math Game

* See following page for Need Codes

LAB MANAGEMENT SCHEDULE - continued

CODES FOR CHILDREN'S NEEDS (see chart page 34)

1 Learning short a

2 Learning short e

3 Reading

4 Math

5 Learning short o

6 Word Families - Spelling

7 Reading Comprehension

8 Sums Less than 10

9 Phonics

10 Short Vowels

11 8 x 7 Tables

12 Sums 10–20 Minuends